Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Mathematics and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

Table of Contents

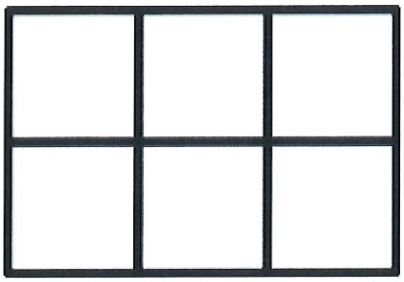
Week One	
Halves, thirds, and sixths	
Grade Level Standard(s)	3.NF.A.1 Understand a fraction, 1 /b, as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/ b as the quantity formed by a parts of size 1/ b. For example, 3/ 4 represents a quantity formed by 3 parts of size 1/ 4.
Caregiver Support Option	You may want to have the student read the directions aloud to ensure they understand each question.
Materials Needed	Recording Sheet, pencil
Question to Explore	How can you use area to solve real world problems?
Student Directions	Follow the directions for each individual problem related to the task.

Student Instructional Task:
Halves, thirds, and sixths

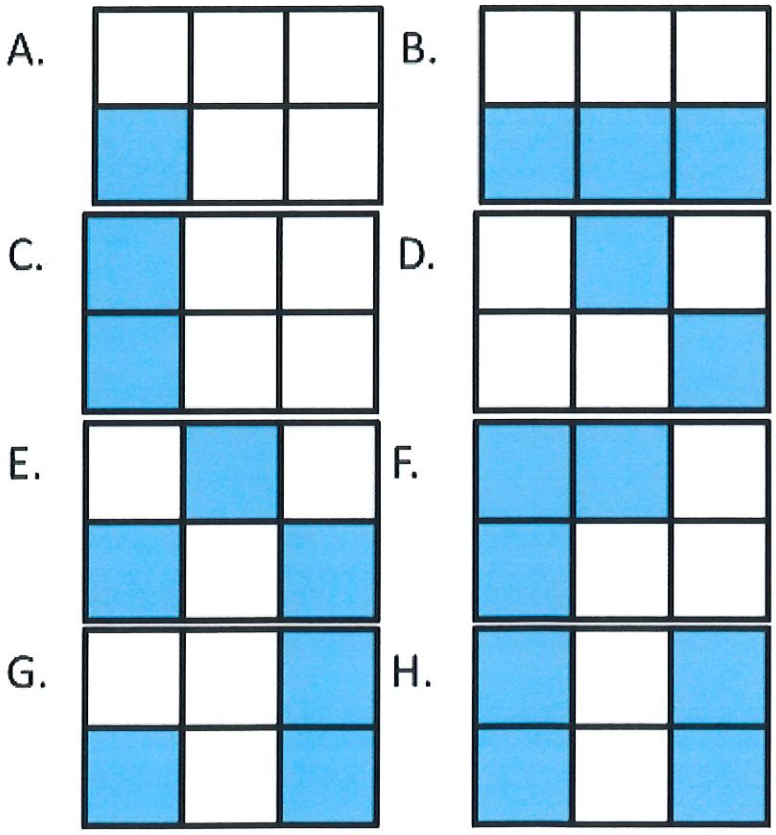
Halves, thirds and sixths

Recording Sheet

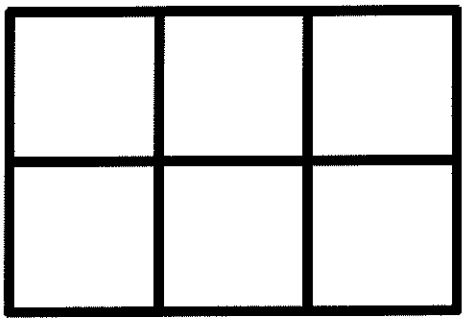
a. A small square is a square unit. What is the area of this rectangle? Explain.



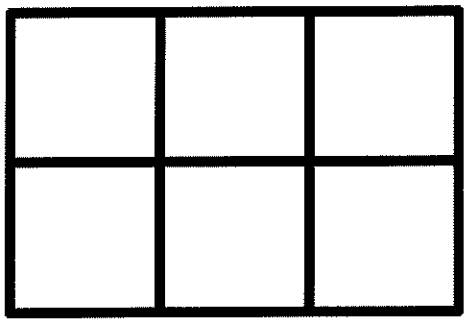
b. What fraction of the area of each rectangle is shaded blue? Name the fraction in as many ways as you can. Explain your answers.



c. Shade $1/2$ of the area of rectangle in a way that is different from the rectangles above.



d. Shade $2/3$ of the area of the rectangle in a way that is different from the rectangles above.



Week Two	
Naming a Whole for a Fraction	
Grade Level Standard(s)	3.NF.A.1 Understand a fraction, 1 /b as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/ b as the quantity formed by a parts of size 1/ b . For example, 3/ 4 represents a quantity formed by 3 parts of size 1/ 4.
Caregiver Support Option	When fractions are represented pictorially, they are always fractions of some whole.
Materials Needed	Paper, pencil, space to work
Question to Explore	What do you need to identify on your drawings when shading units to solve a problem?
Student Directions	Label the whole to show how Emily, Raj, and Alejandra are correct. Explain.

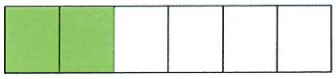
Student Instructional Task:
Naming a Whole for a Fraction

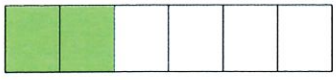
Illustrative Mathematics

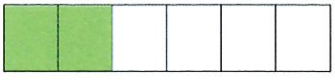
Naming the Whole for a Fraction

Recording Sheet

Mrs. Frances drew a picture on the board.







Then she asked her students what fraction it represents.

- Emily said that the picture represents $2/6$. Label the picture to show how Emily's answer can be correct.
- Raj said that the picture represents $2/3$. Label the picture to show how Raj's answer can be correct.
- Alejandra said that the picture represents 2. Label the picture to show how Alejandra's answer can be correct.

Week Three	
Comparing Fractions with the Same Denominator	
Grade Level Standard(s)	3.NF.A.3 Explain equivalence of fractions and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols >, =, or < to show the relationship and justify the conclusions.
Caregiver Support Option	Your student may need to review what the following symbols mean: (<) means less than (>) means greater than
Materials Needed	Recording Sheet, pencil
Question to Explore	In order to compare two different fractions, what is important about being able to make the comparison?
Student Directions	Follow the directions for each section of questions related to the task.

Student Instructional Task:
Comparing Fractions with the Same Denominator

Comparing Fractions with the Same Denominator

Recording Sheet

Choose each statement that is true.

a. $3/4$ is greater than $5/4$.

b. $5/4$ is greater than $3/4$.

c. $3/4 > 5/4$.

d. $3/4 < 5/4$.

e. $5/4 > 3/4$.

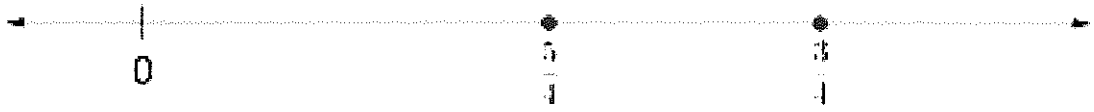
f. $5/4 < 3/4$.

g. None of these.

¾ and $5/4$ are shown on the number line. Which is correct?

a.

b.



c. Neither of these.

Week Four	
Find 1	
Grade Level Standard(s)	3.NF.A.1 Understand a fraction, 1 /b, as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size 1/ b. For example, 3/ 4 represents a quantity formed by 3 parts of size ¼.
Caregiver Support Option	This task could also be used in an instructional setting where students work in pairs or small groups to try to figure out how to use the given information to locate other numbers on the number line.
Materials Needed	Recording Sheet, pencil, space to work
Question to Explore	How many times will need to partition the number line? Be able to demonstrate and explain.
Student Directions	Label the point. Be exact as possible.

Student Instructional Task:
Find 1

Illustrative Mathematics

Find 1

Recording Sheet

a. Locate 1 on the number line. Label the point. Be as exact as possible.

b. Locate 1 on the number line. Label the point. Be as exact as possible.

Week Five	
Comparing Fractions	
Grade Level Standard(s)	3.NF.A.3 Explain equivalence of fractions and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols >, =, or < to show the relationship and justify the conclusions.
Caregiver Support Option	Help your student make sense of the problem and encourage them to persevere in solving it.
Materials Needed	Recording Sheet, pencil, space to work
Question to Explore	How do the representations of the fractions help you compare the fractions? What is important about the representations when using them to compare each other?
Student Directions	Compare the fractions. Use the symbols >, <, or =. Read the What You Do Section on page 19.

Student Instructional Task:
Comparing Fractions

***Ready*® Center Activity 3.30 ★★**

Comparing Fractions

What You Need

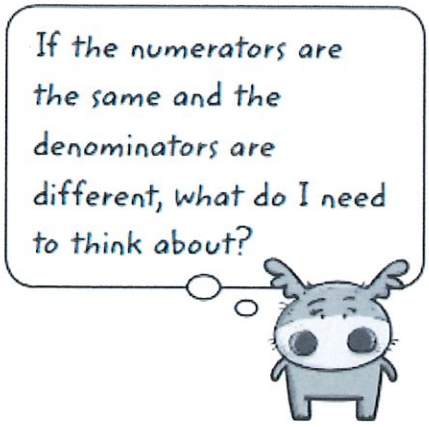
- Recording Sheet

Check Understanding

Compare $\frac{3}{4}$ and $\frac{2}{4}$.
Use >, <, or =.
Explain your answer.

What You Do

1. Take turns. Choose a box on the **Recording Sheet.**
2. Look at the fractions. Shade the shapes to show each fraction.
3. Compare the fractions. Fill in the correct symbol: >, <, or =.
4. Your partner checks your work.
5. Repeat until all the fractions have been compared.

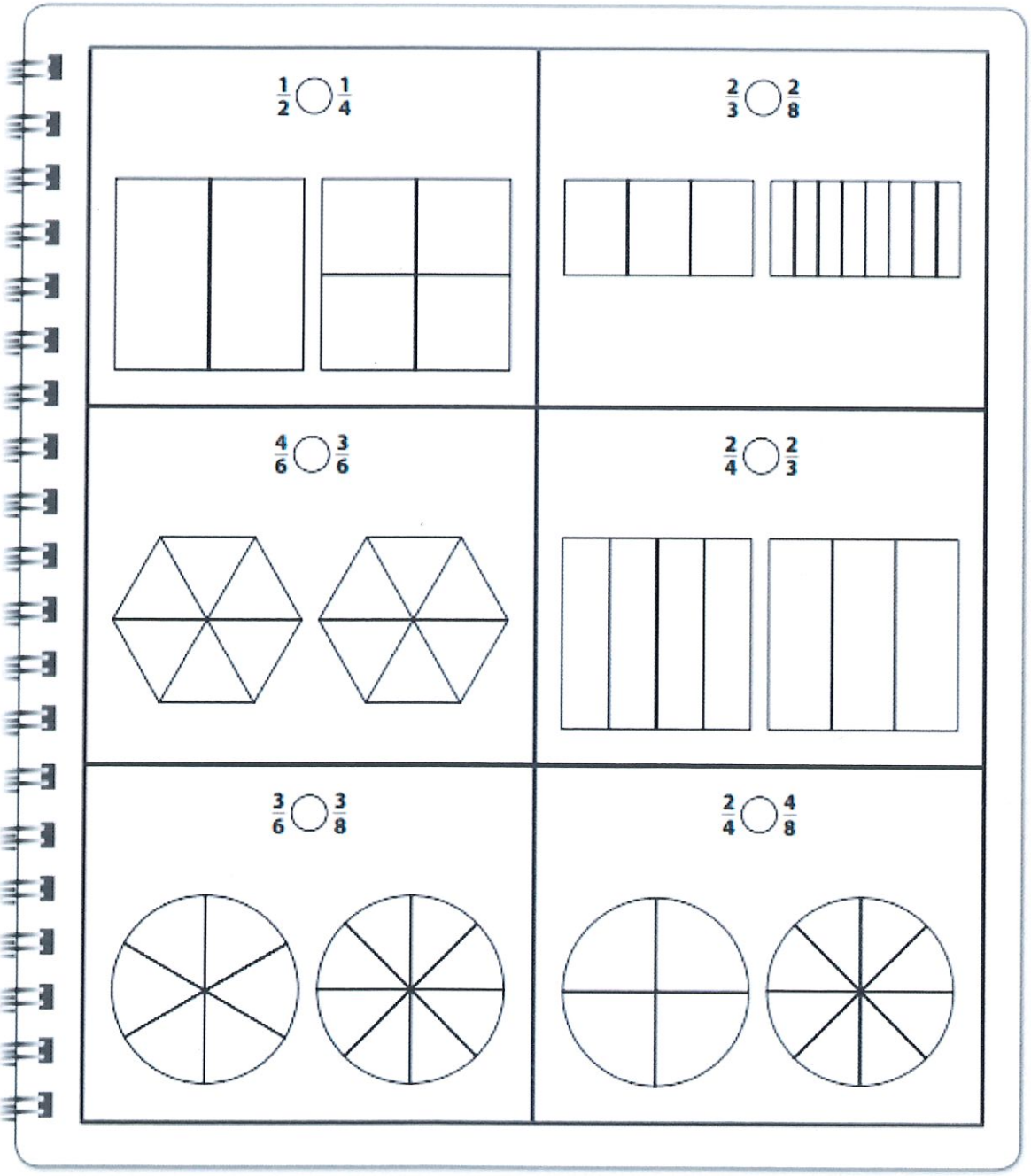


***Ready*® Center Activity 3.30 ★★ Recording Sheet**

Partner A _____

Partner B _____

Comparing Fractions



Week Six	
The Stamp Collection and The Class Trip	
Grade Level Standard(s)	3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations).
Caregiver Support Option	The purpose of this instructional task is for students to solve a two-step word problem and represent the unknown quantity with a variable
Materials Needed	Recording Sheet, pencil
Question to Explore	How many stamps does Marsha have left? How much more money does the third-grade class still need to earn to pay for their trip?
Student Directions	Read each task question carefully.

Student Instructional Tasks:
The Stamp Collection
The Class Trip

Illustrative Mathematics

The Stamp Collection

Masha had 120 stamps. First, she gave her sister half of the stamps and then she used three to mail letters. How many stamps does Masha have left?

The Class Trip

Mrs. Moore's third grade class wants to go on a field trip to the science museum.

- The cost of the trip is $245.
- The class can earn money by running the school store for 6 weeks.
- The students can earn $15 each week if they run the store.

a. How much more money does the third-grade class still need to earn to pay for their trip?

b. Write an equation to represent this situation.

Week Seven	
Geometry Vocabulary Match	
Grade Level Standard(s)	3.G.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories. 3.G.A.3 Determine if a figure is a polygon.
Caregiver Support Option	Make sure your student knows how to pronounce each word correctly.
Materials Needed	Paper, pencil, space to work
Question to Explore	How can decomposing a figure help you calculate its area?
Student Directions	Experiment with composition and decomposition of polygons to examine shapes in the given task.

Student Instructional Task:
Geometry Vocabulary Match

Geometry Vocabulary Match

What You Need

- Recording Sheet

Check Understanding

Draw a shape that matches the labels *parallelogram* and *rhombus* and explain why. Name another label that can also be used.

What You Do

1. Pick a word on the **Recording Sheet.**
2. Say the word and describe an example.
3. Your partner tells a non-example for the word and explains why it is a non-example.
4. Draw a line to the definition.
5. Take turns until all the words have been used.

I chose the word parallel. Parallel lines continue and never touch. An example of parallel lines is opposite sides of a rectangle.

A non-example is any 2 sides of a triangle. The two lines meet.

Go Further!

Draw and label shapes and figures. Use at least five words from the **Recording Sheet.** Trade papers with your partner and check each other's work.

***Ready*® Center Activity 3.47 ★★ Recording Sheet**

Partner A _____

Partner B _____

Geometry Vocabulary Match

Math Words	Definitions
rectangle	a way to describe a shape, like number of sides or lengths
rhombus	lines that are always the same distance apart
pentagon	a quadrilateral with 2 pairs of parallel sides and 2 pairs of sides that are the same length
Venn diagram	a quadrilateral with 4 square corners, 2 pairs of parallel sides, and 4 sides the same length
attribute	any shape with 4 sides and 4 angles
parallel lines	a quadrilateral with 4 square corners, 2 pairs of parallel sides, and 2 pairs of sides that are the same length
parallelogram	a shape with 5 sides and 5 angles
quadrilateral	a drawing that shows relationships among objects
square	a quadrilateral with 2 pairs of parallel sides and 4 sides that are all the same length

Week Eight	
Using Perimeter and Area Vocabulary	
Grade Level Standard(s)	3.MD.D.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Caregiver Support Option	Your student should try to complete as many sentences as possible without using another reference for assistance on his/her first attempt to complete the assignment.
Materials Needed	Paper, pencil, space to work
Question to Explore	How does area and perimeter help you solve problems in everyday life? How can you use area and perimeter to solve real-life problems?
Student Directions	Use your knowledge of area and perimeter to fill in the blanks in each sentence.

Student Instructional Task:
Using Perimeter and Area Vocabulary

***Ready*® Center Activity 3.45 ★★**

Use Perimeter and Area Vocabulary

What You Need

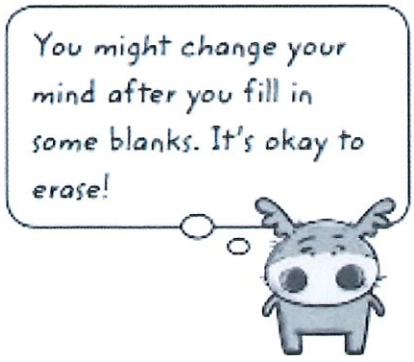
- Recording Sheet

Check Understanding

Tell something that you know about a rectangle with two sides labeled 6 meters and 8 meters. Use perimeter and area vocabulary.

What You Do

1. Read the problem on the **Recording Sheet.** Think about how to solve it.
2. Read the paragraphs that tell how to solve the problem.
3. Use words and numbers from the word bank and number bank to fill in the blanks.
4. Take turns. After you fill in a blank, your partner fills in the next one.
5. When all the blanks are filled in, read the paragraphs aloud. Do they make sense?
6. Fix any mistakes, if you need to.



Go Further!

Circle the numbers and words in the number bank and word bank on the **Recording Sheet** that you did not use. Write two sentences about a rectangle using some of those numbers and words.

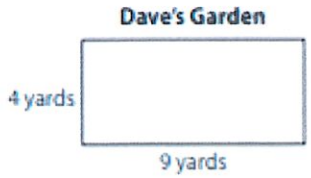
***Ready*® Center Activity 3.45 ★★ Recording Sheet**

Partner A _____

Partner B _____

Use Perimeter and Area Vocabulary

What are different ways to measure this garden?



You can measure the space Dave's garden covers. It is called the _____. You can find the area by multiplying the _____ times the width. So you can multiply _____ yards by _____ yards. The area is _____ _____ yards.

You can also _____ to find the length of fence needed around the garden. That is called the _____ of the garden. The perimeter is equal to the _____ of the lengths of all the sides. The opposite sides of a rectangle have _____ lengths. So the perimeter of the garden is _____ yards.

Word Bank
perimeter
area
square units
square
equal
measure
length
width
sum

Number Bank
4
9
26
32
36

Week Nine	
Make a Line Plot	
Grade Level Standard(s)	3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units: whole numbers, halves, or quarters.
Caregiver Support Option	Remind your student to add the missing measurements to the line plot before aligning "X".
Materials Needed	Recording sheet and game board, pencil, game marker, ruler with quarter inch marks,
Question to Explore	What does each "X" represent on the line plot?
Student Directions	Read the What you do Section on page 34.

Student Instructional Task:
Make a Line Plot

***Ready*® Center Activity 3.38 ★★**

Make a Line Plot

What You Need

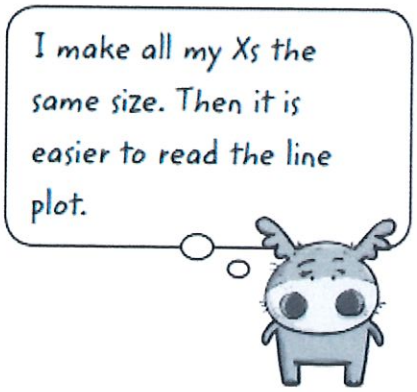
- classroom writing tools
- ruler with quarter-inch marks
- 9 game markers
- Recording Sheet and Game Board

Check Understanding

Find a writing tool in your classroom to measure. Explain how you know where to plot the measurement on the line plot.

What You Do

1. Work together to complete the line plot labels on the **Recording Sheet.**
2. Take turns. Choose a picture of an object on the **Game Board.**
3. Find a real object similar to the one on the **Game Board.** Measure its length to the nearest $\frac{1}{4}$ inch.
4. Then draw an X on the line plot on the **Recording Sheet** to show the length of the object.
5. Your partner checks your work.
6. If you are right, cover the space showing the picture of the object with a game marker.
7. Repeat until all the objects are covered.



Ready® Center Activity 3.38 ★★ **Recording Sheet and Game Board**

Partner A _____

Partner B _____

Make a Line Plot